R E P O R T R E S U M E S

ED 018 925 EF 000 184

PLANNING FOR POST HIGH SCHOOL EDUCATION AND THE SUPPORTING BUILDING PROGRAM.

WISCONSIN COORDINATING COMMITTEE FOR HIGHER EDUC.

REPORT NUMBER CCHE-37 PUB DATE MAY 66

EDRS PRICE MF-$0.25 HC-$0.32 6P.

DESCRIPTORS- *EDUCATIONAL FACILITIES, *EDUCATIONAL PLANNING, *HIGHER EDUCATION, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL STRATEGIES, PHYSICAL FACILITIES, PLANNING, WISCONSIN

COMPREHENSIVE EDUCATIONAL PLANNING HAS FOUR MAJOR PARTS. THE FIRST, POLICY AND GOAL SETTING, RELATES TO THE DETERMINATION OF GOALS, POLICIES, AND OBJECTIVES WHICH GUIDE HIGHER EDUCATION SERVICES. QUALITY AND PATTERN OF SERVICES, RELATIONSHIP OF EDUCATION TO SOCIETY, DETERMINATION OF THOSE TO BE SERVED, AND THE RELATIONSHIP OF POST HIGH SCHOOL SERVICES TO THE LARGER SOCIETY ARE FACTORS CONSIDERED. ALTHOUGH POLICY SETTING AUTHORITY RESIDES IN THE GOVERNOR AND THE LEGISLATURE, IN ACTUAL PRACTICE THE COORDINATING COMMITTEE FOR HIGHER EDUCATION (CCHE) PERFORMS THIS FUNCTION. THE SECOND PART OF THE PLANNING PROCESS IS THE DEVELOPMENT OF A STATE-WIDE EDUCATIONAL SERVICE PLAN. THIS IS A TRANSLATION OF EDUCATIONAL GOALS, POLICIES, AND OBJECTIVES INTO AN ADMINISTRATIVE PATTERN. THE CCHE HAS RESPONSIBILITY FOR THIS PHASE OF THE PLAN. THE THIRD PART OF THE PLAN DEALS WITH THE EDUCATIONAL PROGRAM. EACH EDUCATIONAL INSTITUTION PREPARES ACADEMIC PLANS WHICH OUTLINE THE MANNER IN WHICH THEY WILL CONTRIBUTE TO THE TOTAL PLAN. THE CCHE REVIEWS THESE PLANS. THE FINAL PHASE IS THE INSTITUTION PHYSICAL FACILITIES PLAN. EACH INSTITUTION PREPARES A PLAN FOR THE DEVELOPMENT OF PHYSICAL FACILITIES IN TERMS OF EFFICIENCY, RELATIONSHIPS, AND EXPANSION. GUIDELINES ESTABLISHED BY THE DEPARTMENT OF ADMINISTRATION ESTABLISH THE PARAMETERS FOR THE PLANS. A TWO-STAGE PLANNING PROCESS, CONCEPT PLAN AND WORKING PLAN, ENABLES CONSIDERATION OF ALTERNATIVES AND RESOLUTION OF DISAGREEMENTS. THROUGHOUT THE PROCESS THE CCHE MAINTAINS REVIEW PRIVILEGES. THE BUILDING COMMISSION AND THE DEPARTMENT OF ADMINISTRATION REVIEW PLANS ALSO, AND SUGGEST ALTERNATIVES. THE DEPARTMENT OF RESOURCE DEVELOPMENT MAY BE USED AS AN INFORMATION SOURCE FOR THE DEVELOPMENT PLAN. (RH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

C O P Y

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CCHE #37, 1966
Informational Item
May, 1966

PLANNING FOR POST HIGH SCHOOL EDUCATION AND THE SUPPORTING BUILDING PROGRAM

Carefully prepared plans are needed to meet the three-part goal of providing education for all who seek it at Wisconsin public post high school educational institutions, of maintaining and improving the quality level of post high school education in the face of increasing numbers, and of accommodating numbers and maintaining quality within a framework of reasonable state costs.

This paper outlines a concept of a comprehensive educational planning process, defines the responsibilities of those involved in the process, and sets forth a procedure to guide the development of the plans.

THE PLANNING PROCESS

Comprehensive educational planning has four major parts: policy and goal setting, statewide educational service plan, institutional program plan, and an institutional physical facilities plan. A brief description of each part of the total educational planning process is as follows:

1. Policy and Goal Setting: This part determines the goals, policies and objectives that will guide higher education services in Wisconsin. The spectrum of educational policy is as broad and comprehensive as the total field of education and the society that it serves. Educational policies and goals would determine: the quality level of state higher education services; the broad pattern of services that would be offered; the relationship of education to society; those who would be served by public post high school education; the relationship of state post high school education services to national and world requirements; and a variety of other similar educational policies and goals.

2. Statewide Educational Service Plan: This part translates the educational goals, policies and objectives into an administrative pattern with a future dimension. It identifies the type and scope of educational services that will be provided. It quantifies the number of people that will be served. It determines the number and type of educational institutions. It assigns responsibilities for providing services and serving specific people to each of the educational institutions.

3. Educational Program Plan: In this part each educational institution will prepare academic plans outlining the manner in which each institution and each educational department intends to fulfill its role in the statewide educational service plan. The program plan should identify the type of educational programs that will be offered and the pattern in which programs will be enriched. It should explore and plan for changes in teaching methods.

4. Institution Physical Facilities Plan: This part prepares a plan for the physical facilities development of each educational institution. It identifies the means to efficiently provide the physical facilities needed to carry out the educational program plan. It studies the relationship of one campus function to another, and then appropriately locates the facilities so that the proper relationship is realized. It identifies expansion areas appropriate to the college, the neighborhood and the community. It identifies land areas to be acquired. It identifies the auxiliary facilities needed, such as utilities, campus improvements, recreational facilities, parking, and others.

RESPONSIBILITIES

A number of parties are concerned with and contribute to each element of the planning process. A properly constituted plan is produced only when the responsibilities of each part is recognized. The following seeks to outline the responsibilities of the planning process:

1. Policy and Goal Setting: Except as limited by the constitution, all policy setting authority resides in the governor and the legislature. In statutory practice, most statewide educational policy setting powers have been delegated to the Coordinating Committee and most systems' policy setting powers have been delegated to the respective boards. Thus, while the governor and the legislature may appropriately concern themselves with certain educational policies, most policy is established by the Coordinating Committee and the boards.

The Building Commission, as a joint gubernatorial-legislative entity, may evaluate policy and recommend changes through the legislative process. The commission itself, however, has no authority to alter adopted educational policy in its pattern of building program management.

As a staff agency to the governor and the legislature, the Department of Administration may investigate alternatives to current policy and report the alternative to the governor and legislature.

2. Statewide Educational Service Plan: The primary responsibilities for establishing and modifying a statewide educational service plan is lodged in the Coordinating Committee.

While CCHE bears ultimate responsibility, it also considers the recommendations of the systems and institutions concerning the role that each should play in the total educational system.

As with policy setting, the Building Commission and the Department of Administration may evaluate the statewide plan to determine whether it is in accord with educational policies and with broad social and financial policies. Both may recommend changes in the plan to the governor and the legislature. The plans themselves, of course, should be altered only in the formal legislative process.

3. Educational Program Plans: The respective systems and educational institutions are responsible for the preparation of program plans which are in accord with approved policies and the statewide educational plan.

The CCHE reviews the program plans to assure that they are in accord with approved educational policies and the statewide educational plan.

4. Institution Physical Facilities Plan: As a part of its total management responsibility, the institutions and the systems are responsible for the preparation of physical facilities plans to implement approved program plans - the CCHE and Department of Administration to be fully informed during the course of the planning in order that these agencies may fulfill their responsibilities.

The Coordinating Committee should formulate education-related guidelines concerning physical facilities plans. It should then review the physical facilities plans to ensure that they are in accord with approved policies, statewide plan, institutional program plans, and its guidelines.

The Department of Administration, in its area of technical expertise, should formulate physical development guidelines. It should then review the physical facilities plans, evaluating whether the plans are in accord with the preceding parts of the planning process and the physical development guidelines it issued. It should develop such alternatives to the institution's basic plan as are necessary. It should then report its recommendations to the Building Commission.

The Building Commission should review the institution physical facilities plans and the Department of Administration recommendations, and then determine the approved physical facilities plans.

PLANNING PROCEDURE

To properly implement institutional development planning, it is advisable that all interested agencies follow an appropriate planning sequence. This not only gives order to their endeavors, but facilitates timely and harmonious agency relations.

Policy and Goal Setting

The Coordinating Committee, in conformance with its statutory responsibilities, will set down the policies and objectives for public higher educational services in the State of Wisconsin and will inform the governor and legislature of those policies and objectives.

Statewide Educational Service Plan

The Coordinating Committee, with the cooperation of the educational systems, will develop the statewide educational services plan and will report that plan to the governor and legislature. This will include:

a. A statement of academic missions for the several institutions.

b. Projections of enrollment at the several institutions.

c. Space guidelines for the several academic and supporting classifications.

d. Educational opportunities required and the assignment of administrative responsibility.

e. A consolidated inventory of existing and authorized facilities.

Educational Program Plan

The respective educational systems will establish an educational program plan in accordance with their assigned academic missions and will report it to the Coordinating Committee.

a. A description of how the system will implement its assigned academic mission in terms of program offerings and special educational services.

b. A description of student services and activities required, such as counseling services, institutional housing and food service, student centers, and recreational services.

Institution Physical Facilities Plan

1. Concurrent with the above actions, the Department of Administration, through its Bureau of Engineering, in cooperation with the educational systems will formulate physical guidelines and criteria for the development of the physical development plan consistent with sound professional practices. These guidelines will establish parameters within which the plans will be developed.

2. The respective educational systems will develop their system's physical facilities development plan through consultants provided by the Bureau of Engineering.

a. The plan will identify the physical facilities required to carry out the institution's program plan.

b. It will appropriately locate facilities so that the proper relationship of one campus function to another is realized and that a high aesthetic standard is maintained.

c. It will identify expansion areas appropriate to the college and community.

d. It will identify land areas to be acquired.

e. It will identify auxiliary facilities needed such as utilities, recreation facilities, roads and parking.

In preparing their physical facilities development plans, the systems will be guided by the policies and objectives laid down by the Coordinating Committee and its statewide educational service plan, the systems program plan, and the physical guidelines formulated by the Bureau of Engineering in cooperation with the educational systems.

3. The physical facilities development plan will be prepared in two stages:

a. Concept plan stage. The concept plan stage will identify all planning assumptions and will broadly outline the scheme for the plan. Planning alternatives will be considered and determined in the concept plan stage by the systems, the Coordinating Committee and the Building Commission.

b. Working plan stage. The working plan stage will translate the approved concept plan into a detailed working plan, which will be the basis for the specific development of the educational institution.

The two-stage planning process enables consideration of alternatives and resolution of disagreements by appropriate bodies before the detailed working plan is prepared.

In the concept planning stage, the consultant will prepare all information needed by the educational system to develop the concept of a plan which it believes necessary to carry out its academic mission. Correspondingly, the consultant will prepare all information needed by the Coordinating Committee and the Department of Administration to develop alternatives as necessary to the system's concept plan.

4. Throughout the planning procedure described in steps 5 and 6, the Bureau of Engineering will be kept fully informed of all actions taken and be furnished relevant data. The Bureau will be invited to all meetings of those responsible for preparing the system's plans and will be provided with all pertinent information. Correspondingly, the Bureau will invite the operating systems to the Bureau meetings in review of the system's plans and will be furnished all information prepared by the consultant at the request of the Bureau.

It is assumed that the Coordinating Committee and the respective boards may request the Bureau's professional judgement during any phase of the planning process.

5. The Coordinating Committee will review the campus plans; at first, the concept plan stage, and then the working plan stage for conformity with established educational policies and objectives and the statewide educational services plan.

6. The institutions will submit the approved concept plans to the Building Commission. The Department of Administration may suggest alternatives as necessary to the system's concept plan after having advised the system of the substance of such alternatives. Working plans will be similarly submitted.

7. The Building Commission will review the system's recommended plans and the Department of Administration's recommended alternatives; at first, the concept plan stage, and then the working plan stage.

It may ask the Department of Administration or the systems to provide such other information as it needs to make an informed decision.

8. The Department of Resource Development may be called upon to contribute to the institution physical facilities development plan by:

a. Providing overall population statistics and other statewide data needed in the planning process.

b. Coordinating the institutional plans with those of other state agencies, such as the State Highway Commission.

c. Relating the development of institutional plans with the local planning agency of the community in which the institution is located.